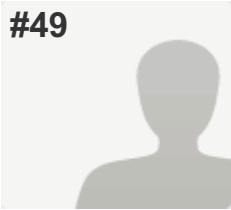**#49**

**COMPLETE**

**Collector:** Web Link 1 (Web Link)
**Started:** Thursday, April 07, 2016 2:53:17 PM
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**Q1: Name of School District:**                                  Pleasant Valley CSD

**Q2: Name of Superintendent**                                   Jim Spelhaug

**Q3: Person Completing this Report**                         Kevin Pennekamp

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**Q4: 1a. Local TLC Goal**

Provide supports for all teachers new to Pleasant Valley CSD to grow as professionals.

The TLS will provide the structure for collaborative mentoring opportunities in the areas of school culture, curriculum, instruction, and assessment.  Teacher leaders will ease the transition into the district by providing in opportunities in collaborative planning, coaching, co-teaching, and non-evaluative feedback.

**Q5: 1b. To what extent has this goal been met?**

(no label)                                                        Mostly Met

**Q6:** **1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Prior to implementing our Teacher Leadership System (TLS) we had a mentoring program that was set up to meet the needs of new teachers to the district which included first, second, and experienced teachers, along with our second year teachers who were not new to the district. We devote four days prior to school starting to induct all of our new teachers and then we had outlined topic sessions and observations throughout the year specific to each mentee's career experience level.

Our TLS goal this year was to strengthen our program by adding additional support from our instructional coaches, along with their mentor, creating flexibility within the program to meet the needs of the new teachers in a timely manner, and to make opportunities available for mentees to observe and be observed that would lead to reflective discussions centered on improved instruction.

Through our end of the year Mentoring survey 100 % of the mentees (100% return rate of the 26 mentees) agreed/strongly agreed to the following items:
The program; prepared them for their next year of teaching, provided the support they needed, understood the expectations, the program was flexible to allow for their immediate needs, and the program was effective.

Using our New Teacher In-service survey we are looking at modifying our first four days of training by including additional time to unpack their unit 1 content curriculum guides.

In addition to the weekly meeting with the mentee and mentor, our instructional coaches were able to work with mentees (1st and 2nd year teachers) a total of 148 hours the first semester and 261 hours the second semester for an average of 15.7 hours per mentee over the course of the year.

We had  99% percent (476 out of 480) of the first year topic reflections and observations completed by the mentees and shared with the program coordinator.

The retention data for the new teacher hires over the last five years, 83.8% (140 out of 167) of the teachers are still with our district.
Teacher Hires 15-16: 33 out of 35 still with district
Teacher Hires 14-15: 23 out of 26 still with district
Teacher Hires 13-14: 33 out of 37 still with district
Teacher Hires 12-13: 19 out of 26 still with district
Teacher Hires 11-12: 32 out of 43 still with district

Areas of Growth: Next year we are looking at strengthening the mentor, coach, and mentee relationship by revising the program so that the strategies, observations, and topic focuses are more connected. We are identifying a need in certain content areas where there is a need for multiple mentors and supporting those mentees with potential pairing them with a content/grade level specific mentor along with the support they will be gaining from their instruction coach.

**Q7:** **2a. Local TLC Goal**

Empower teacher collaboration and provide consistent job embedded professional development.

The Teacher Leadership System will provide the structure and empowerment for collaborative opportunities in the areas of curriculum, instruction, and assessment. Building and district level collaborative teams will design and deliver differentiated and timely professional development to advance school improvement.

**Q8:** **2b. To what extent has this goal been met?**

(no label)                                                                                     Somewhat Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We are in the process of establishing strong professional learning communities that meet on a regular basis to allow teachers opportunities to collaborate about curriculum, instruction, assessment, and data focused on students. Through our TLS we have incorporated a building leadership team at each school K-12 that has identified key issues that they wanted to address that would positively impact student learning.

From our end of the year K-12 TLS survey with regards to professional development the teachers agreed/strongly agreed to the following statements:
79% - PD was designed to meet their needs
89% - PD helped me collaborate with my peers
67% - additional support was given after the initial training

At the elementary level a schedule was created so that our grade level PLC's were able to meet twice a week for at least 60 minutes per week. From these PLC teams 18 out of 36  had established and monitored goals. Within each elementary school's building leadership team (BLT) they progress monitored one of the following:
Vertical alignment around specific ELA standards and support of the ELI and C4K work
BLT members modeled peer observation opportunities to improve instructional practices in the classroom bringing purpose/why for the ELA units to the teachers, students, and parents
Defining the current reality and building a positive culture of change (new principal)
80% of K-2 students would achieve a year or more growth in reading based on benchmarking and 70% of 3-6 students would achieve their target RIT based on MAP
Recognizing every student throughout the year with implementation of a new high five program

At the junior high level a schedule was established that allowed each PLC team to meet for a common period, and the BLT to meet weekly. All 7 PLC teams set, monitored and revised goals throughout the year. The BLT focus was on increasing the rigor of learning for every student by ensuring there is a common assessment that was collaboratively written, administered, analyzed and then used to differentiate the instruction.

At the high school schedule challenges with finding a consistent free period caused 25% of teachers to participate in only monthly departmental PLCs. The other 75% were able to meet with at least 1 PLC on a weekly basis. The shear volume of PLCs caused the progress monitoring of any type of goal to be limited and inconsistent. A BLT goal was set in the fall which led to individual goals set by each of the instructional leads in the various content areas second semester. The team will start next year with a focus on identifying what an ideal school looks like academically and behaviorally.

This year various K-12 groups from models, leads, and coaches have had 12 opportunities to network and learn along with other educators within our local region, state, and throughout the country. Some of these opportunities have included site visits, leadership summits, leadership trainings, and social media chats with teachers around the country.

Areas of Growth: Strengthening our PLCs is a top priority and we have identified/will offer all our TLS leaders opportunities for improvement in the areas of writing common assessments, establishing goals, and/or having hard conversations prior to next school year beginning. PLC and BLT teams will then have focused professional development on setting, monitoring, and revising goals that can connect to their career development plans. We will continue to look for ways to learn from others by how they are incorporating the TLS into their school system.

**Q10: 3a. Local TLC Goal**

Build the leadership capacity and skills of educators through a focus on improved instruction and student centered classrooms.

Teacher leaders will promote a growth mind set with teachers by identifying areas for instructional improvement, setting student centered goals, and providing research-based strategies for teachers to implement and meet these goals.

**Q11: 3b. To what extent has this goal been met?**

(no label)                                                                                    Somewhat Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

During the 2015-2016 school year, the plan our instructional coaches implemented was to progress through the following stages throughout the year:
focus on strengthening the teacher-coach relationship,
identify the readiness of each teacher to be coached,
enroll teachers to advance their instructional and leadership skills through light and heavy coaching cycles.

By the close of this school year, across the district over 64% of the teachers participated in a light and/or heavy coaching cycle targeted at identifying, learning, and improving instructional practices, based on a student centered goal (not all goals were student centered at this time). One factor that contributed to the percentage of 64% was that two of our coaches were on maternity leave for 8 and 12 weeks of the school year. The other five buildings all had teacher percentages engaged in a coaching cycle between 64% and 86%. The amount of time our coaches spent working with teachers in a heavy coaching cycle increased from 268 hours in the first semester (26.8 hours per coach) to 641 hours the second semester (64.1 hours per coach).

For the 2015-16 school year we were able to fill 66 out of the 69 positions. Entering our second year of the TLC 61 out of the 66 members who held a leadership position during the first year are returning. Out of the five not returning, two of the teachers are moving out of the district, one moved to a new position within the district, and two decided not to continue in their role. For the 2016-17 school year, we have added seven new positions to allow us to advance our TLC goals in specific areas across the district.

Through our year end TLS survey we currently have 23% (58 out of 252) of our teachers interested in being a teacher leader in some capacity at this time. In looking at building teacher capacity, this year we included opportunities for teachers who did not have a role in TLS to take on leadership responsibilities through elementary ELA workshop days (five throughout the year), being members of the BLT's, and various content groups being involved in curriculum planning days at the AEA.

Areas of Growth: As we look to build leadership capacity in all our teachers we recognize that we need to improve in the area of educating all teachers on what teacher leadership is and help them explore what it can be. We will increase the opportunities for teachers not in a TLS role to participate in leadership responsibilities. From our instructional coaches we will focus on increasing the amount of time spent with teachers in coaching cycles and to work with all teachers in a light or heavy cycle at some point during the 2016-17 school year.

**Q13: 4a. Local TLC Goal**

Enhance the practice of teaching for all teachers to improve student learning.

The TLS will provide opportunities for teachers within Professional Learning Communities, Coaching Cycles, and Professional Development to focus on student achievement through the development, implementation, and analysis of the Iowa Core and/or National Standards.

**Q14: 4b. To what extent has this goal been met?**

(no label)                                                      Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

When looking at how to improve student learning through our TLS we have targeted the areas of curriculum, instruction, and assessment for all teachers. A strong viable curriculum that all teachers are invested in is the first step in ensuring student success. At the K-6 level we have had five full release days for teachers to reflect, revise, and communicate any possible changes to the ELA units. We plan on continuing these days next year.

At the 7-12 level we continue to make progress in each content area in completing their curriculum guides a the JH, 60% (6 out of 10) groups that have more than one instructor have completed their curriculum guides along with common formative assessments throughout each unit. At the HS 15 of the 34 courses that have multiple teachers teaching have completed their curriculum guides and common formative assessments. For those groups not completed with their guides or completing this summer, a plan has been put into place for them to complete the guides by July of 2017.

The use of instructional coaches and leaders to improve instruction and assessments are the next steps in improving student learning. The end of the year TLS survey teachers shared the number of times they worked with an instructional coach in some capacity
0 times - 36 (12.9%)
1-4 times - 126 (45.3%)
5-10 times - 64 (23%)
10+ times - 52 (18.7%)
Teachers agreed/strongly agreed that teacher leaders have:
Helped me to improve my instruction (78.7%)
Helped to increase student achievement (74.2%)
Promoted a collaborative culture (87.5%)

At the elementary level we introduced a common spreadsheet through OneDrive (with grade level teams, support staff, and administrators) that allowed teachers to input students' progress on the ELA standards along with other common measurements of progress. 60.5% (124 out of 205) of the unit data sheets were completed from the grade level teams throughout the year.

The ultimate goal of the teacher leadership system is to correlate the work of our teacher leaders and the impact on student achievement. Therefore, for our long term indicators we will begin to analyze the trends of Iowa Assessment, Measures of Academic Progress and FAST. Here is our baseline data from 2015-2016.

When analyzing our Iowa Assessment data in terms of overall growth, from the 2014-15 to 2015-2016 in grades 3-11 and the area of mathematics, we had an average national standard score (NSS) positive growth of 17.5 points. In the area of reading, we had an average positive growth of 16.75. Iowa Testing Programs identifies positive growth as an average score being 7 or more points.

When analyzing our NWEA Measures of Academic Progress results in terms of overall growth from the Spring of 2015 to 2016 for our current grades 4-10 in the area of mathematics, 56.4% of our students exceeded their projected growth target. In the area of reading the 56.6% of the students exceeded their projected growth target. NWEA sets a goal that 50% of your students should exceed their projected growth target.

When analyzing our K-6 FAST data, 80.48% of our students were proficient in the fall and 84.46% proficient in the spring. The state sets a goal of 80% proficient as an indicator that your core instruction is strong.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

| | |
|---|---|
| **Q16: 5a. Local TLC Goal** | *Respondent skipped this question* |
| **Q17: 5b. To what extent has this goal been met?** | *Respondent skipped this question* |

| Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters) | *Respondent skipped this question* |
|---|---|
| Q19: 6a. Local TLC Goal | *Respondent skipped this question* |
| Q20: 6b. To what extent has this goal been met? | *Respondent skipped this question* |
| Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters) | *Respondent skipped this question* |

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**Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Mentoring:
Next year we are looking at strengthening the mentor, coach, and mentee relationship by revising the program so that the strategies, observations, and topic focuses are more connected. We are identifying a need in certain content areas where there is a need for multiple mentors and supporting those mentees with potential pairing them with a content/grade level specific mentor along with the support they will be gaining from their instruction coach.
PLC:
Strengthening our PLCs is a top priority and we have identified/will offer all our TLS leaders opportunities for improvement in the areas of writing common assessments, establishing goals, and/or having hard conversations prior to next school year beginning. PLC and BLT teams will then have focused professional development on setting, monitoring, and revising goals that can connect to their career development plans. We will continue to look for ways to learn from others by how they are incorporating the TLS into their school system.

Build Leadership Capacity:
As we look to build leadership capacity in all our teachers we recognize that we need to improve in the area of educating all teachers on what teacher leadership is and help them explore what it can be. We will increase the opportunities for teachers not in a TLS role to participate in leadership responsibilities. From our instructional coaches we will focus on increasing the amount of time spent with teachers in coaching cycles and to work with all teachers in a light or heavy cycle at some point during the 2016-17 school year.

Student Achievement:
Continue to analyze the tools and processes we are using to guarantee a viable curriculum for all students. To monitor the progress all students are making towards the essential learnings for each course.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Typically the first question I get as a program coordinator of our teacher leadership system is how do we know its making a difference? I respond with the question: If our TLS were no longer in place for next year would it be missed? 100% of the time teachers and administrators have said yes we wouldn't be able to do what we are doing now without it. Teachers that have utilized the coaching cycle with our instructional coaches have provided feedback stating that the opportunities to co-plan, co-teach, reflect on their instructional practices, and then make changes for improvement have been some of their most rewarding experiences in their teaching careers.
The areas that the TLS have impacted the most in the first year can not necessarily be quantified. The proof is in the opportunities/risks teachers are now taking because of the support they are receiving from TLS and their PLC teams. One example of this type of collaboration is with our Junior High Math teachers who have embraced the Iowa Core and now have expanded their learning tool box by trying to incorporate a project based learning opportunity for students within each unit. With the help of our instructional coaches and their Lead teacher they designed a geometry unit that had students exploring, planning, modifying, and building a miniature golf course in order to be proficient in the geometry standards.
The potential for this type of learning and collaboration in all courses and grade levels is exciting to see in the future.

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.